# *U.S. Department of Education*
# *2012 National Blue Ribbon Schools Program*
***A Public School - 12ME3***

School Type (Public Schools): (Check all that apply, if any) ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Carol Hathorne

Official School Name: Hope Elementary School

School Mailing Address: 34 Highfield Road
Hope, ME 04847-3638

County: Knox State School Code Number*: 1265

Telephone: (207) 785-4081 E-mail: carol_hathorne@fivetowns.net

Fax: (207) 785-2671 Web site/URL: http://www.hopees.u69.k12.me.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Tom Marx Superintendent e-mail: tom_marx@fivetowns.net

District Name: Hope School Department/School Union 69 District Phone: (207) 763-3818

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Chock Griebel

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

# PART I - ELIGIBILITY CERTIFICATION

12ME3

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

12ME3

**All data are the most recent year available.**

**DISTRICT**

1. Number of schools in the district (per district designation):
   - 1 Elementary schools (includes K-8)
   - 0 Middle/Junior high schools
   - 0 High schools
   - 0 K-12 schools
   - 1 Total schools in district
2. District per-pupil expenditure: 7900

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 11

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|---|---|---|---|---|---|---|---|---|
| PreK | 0 | 0 | 0 | | 6 | 15 | 14 | 29 |
| K | 7 | 8 | 15 | | 7 | 7 | 7 | 14 |
| 1 | 8 | 5 | 13 | | 8 | 11 | 4 | 15 |
| 2 | 7 | 12 | 19 | | 9 | 0 | 0 | 0 |
| 3 | 12 | 7 | 19 | | 10 | 0 | 0 | 0 |
| 4 | 8 | 14 | 22 | | 11 | 0 | 0 | 0 |
| 5 | 9 | 11 | 20 | | 12 | 0 | 0 | 0 |
| | | | | | | | **Total in Applying School:** | 166 |

6. Racial/ethnic composition of the school:

| | |
|---|---|
| 0 % | American Indian or Alaska Native |
| 2 % | Asian |
| 1 % | Black or African American |
| 1 % | Hispanic or Latino |
| 0 % | Native Hawaiian or Other Pacific Islander |
| 96 % | White |
| 0 % | Two or more races |
| 100 % | Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| | | |
|---|---|---|
| **(1)** | Number of students who transferred ***to*** the school after October 1, 2010 until the end of the school year. | 2 |
| **(2)** | Number of students who transferred ***from*** the school after October 1, 2010 until the end of the school year. | 3 |
| **(3)** | Total of all transferred students [sum of rows (1) and (2)]. | 5 |
| **(4)** | Total number of students in the school as of October 1, 2010 | 166 |
| **(5)** | Total transferred students in row (3) divided by total students in row (4). | 0.03 |
| **(6)** | Amount in row (5) multiplied by 100. | 3 |

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 37%

Total number of students who qualify: 65

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 19

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | | | |
|---|---|---|---|
| 2 | Autism | 1 | Orthopedic Impairment |
| 0 | Deafness | 3 | Other Health Impaired |
| 0 | Deaf-Blindness | 7 | Specific Learning Disability |
| 2 | Emotional Disturbance | 1 | Speech or Language Impairment |
| 0 | Hearing Impairment | 0 | Traumatic Brain Injury |
| 0 | Mental Retardation | 0 | Visual Impairment Including Blindness |
| 3 | Multiple Disabilities | 0 | Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | Number of Staff | |
|---|---|---|
| | **Full-Time** | **Part-Time** |
| Administrator(s) | 1 | 0 |
| Classroom teachers | 9 | 1 |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | 3 | 5 |
| Paraprofessionals | 6 | 3 |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | 4 | 1 |
| Total number | 23 | 10 |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Daily student attendance | 95% | 95% | 95% | 95% | 95% |
| High school graduation rate | % | % | % | % | % |

14. **For schools ending in grade 12 (high schools):**
Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

| | |
|---|---|
| Graduating class size: | _____ |
| Enrolled in a 4-year college or university | _____% |
| Enrolled in a community college | _____% |
| Enrolled in vocational training | _____% |
| Found employment | _____% |
| Military service | _____% |
| Other | _____% |
| **Total** | **0**% |

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☉ No

○ Yes

If yes, what was the year of the award?

# PART III - SUMMARY



Hope Elementary is the home of Maine's National Distinguished Elementary Principal for 2011-2012. We also have a number of staff members who have earned recent recognitions: 2010 Conservation Teacher of the Year, 2011 Maine Agriculture in the Classroom Teacher of the Year, and 2008 Maine Technology Integrator of the Year.

Students' academic achievement results on New England, Maine, NWEA, and local assessments have been consistently above the state average and the highest in the midcoast (Maine) area. Staff members provide interventions to help all students progress academically.

We are proud of our family atmosphere that is strongly connected to our community. We have a highly qualified staff that is dedicated to the school and to providing the best possible education for all students.

Because we believe in educating the "whole child", we have increased our student leadership opportunities through Student Council, Student Leaders, and Grade 8 class officers. We also provide a broad range of co-curricular opportunities, such as Drama, Yearbook, Athletics, and Math Team.

**Hope Elementary School Mission/Vision**

Belief statement: We are committed to providing an environment where all students are healthy, safe, engaged, supported, and challenged.

2011-2012 Commitments

We as the staff of Hope Elementary School will:

- Continue the implementation of Essential Learning Outcomes for Math and Literacy so we're clear on what we want all students to know and be able to do.
- Increase students' awareness of the ELOs and why they're important to learn.
- Develop and implement lessons that appeal to different learning styles, being mindful of brain and gender research.
- Provide opportunities for leadership and involvement.
- Consistently implement our academic programs.
- Use assessment information (NWEA, AIMSweb, etc) to identify student needs and strengths.
- "Begin with the end in mind." Use classroom and student goal-setting as a way to focus learning.
- Provide the necessary assistance and progress monitoring to students through interventions and enrichment.
- Encourage strong teacher and parent connections/relationships.
- Remain connected to our greater Hope community and remember to give back whenever possible.

- Encourage students and parents to use available technology to stay connected to the school and student achievement (school website, teacher web pages, Power Grade, etc.).

- Use the Professional Learning Community model to keep us focused on student learning and improved achievement.

- Work with students and parents to identify their commitments to support improved achievement.

- Consider the whole child in all that we do.

Traditions make a family strong, and we are proud of those that make us special, such as:

- Buddy program that matches our older (fifth through eighth grade) students with younger (kindergarten through fourth grade) students. Monthly activities bring Buddies together.

- Our school assembly, called an EVENT, which is held once a trimester. This gathering is to recognize students for as many things as possible, such as: demonstrating one of the Seven Habits; earning Honor Roll; participating in a school or community sport; or earning a "fish" for being caught doing something good.

- Our monthly luncheons for senior citizens from the community. Students set up, clean up, and mingle with the seniors while they are here.

- Making students' eighth grade year special, as we are a small school that sends students to a much larger regional high school. Eighth graders elect class officers, conduct fundraising activities throughout the year, take a class trip, produce a graduation ceremony, and leave a gift to the school.

Hope Elementary School has always had a difficult time accommodating the community's growth. The school began with four classrooms and combined grade levels. In 1984 the "new" school was constructed and was already too small on the day it opened. The first addition on the building occurred in 1990 and allowed each grade level to have its own classroom. In 2004, we added another classroom and spaces for art and music and built a playground/ball field area for school and community use.

Hope, Maine has a population of 1,671 and is one of the few towns in Knox County that continues to grow. Most of the businesses in Hope are home-based and not large scale. We are considered a "bedroom community" for neighboring towns and our $1.7 million school budget is primarily funded by property taxes.

The school currently has a population of 174 students, which is a 24**%** increase over the last five years. This increase has come at a time when most schools in Maine have seen a decrease in enrollment. Although we may not have a culturally diverse population, we do have a variety of interests, skills, abilities, and backgrounds to accommodate.

# PART IV - INDICATORS OF ACADEMIC SUCCESS



**1. Assessment Results:**

A. Hope Elementary analyzes the following:

1. NCLB assessments:

a. NECAP – New England Common Assessment Program– Students in grades 3-8 are assessed annually in Reading and Math (for AYP determination) and Writing (grades 5 and 8 only); and MEA – Maine Educational Assessment – administered to students in grades 5 and 8 to assess Science.

Students' scores are divided into four achievement levels

1. Substantially below proficient
2. Partially proficient
3. Proficient
4. Proficient with distinction

The Principal calculates the percent of students who scored "Proficient" and "Proficient with distinction". This is the number we strive to improve each year.

Teachers look at individual scores of students in the "Partially proficient" and "Substantially below proficient" levels to ensure students are receiving necessary interventions.

2. Local standardized assessments:

a. NWEA – Northwest Evaluation Association – administered to students in grades 2-8 twice a year to assess Reading and Math. Results are used to identify instructional needs at the beginning of the year and document growth at the end of the year.

Students who have scored at or below the 50$^{th}$ percentile are considered for intervention. Above the 50$^{th}$ percentile is considered acceptable performance.

This assessment is also used for classroom goal setting. Teachers set goals for the class based upon the lowest subtest area in the fall and then review the class's growth in the spring.

Students develop their own individual academic goals for the year based upon fall NWEA results.

b. AIMSweb – This is our universal screening tool for our Response to Intervention program. All students are assessed in Reading and Math three times a year to determine performance in comparison to the national grade level benchmarks.

Students in the "below average" and "well below average" range are identified for interventions. Some students in the average range may also receive services if their performance is substantially different from that of the majority of students in their class.

B. Based upon information in our data tables:

In the 2006-2007 school year, when we were being assessed on the MEA (Maine Educational Assessment), our school's (grades 3-8) percent proficient was: Reading – 72% and Math – 74%

Our 2010-2011 NECAP (New England Common Assessment Program) percent proficient (grades 3-8) was: Reading - 87% and Math - 88%

This improvement of 15% in Reading in five years and 14% in Math in the same time period is due to the following additions that we have made to our school's program:

- We use professional development time to analyze assessment results and look for ways to improve our programs and instruction.
- We have implemented a strong Response to Intervention (RtI) program K-8 that allows us to identify academic and behavioral needs before a student fails or needs to be referred for Special Education services.
- Our Professional Learning Communities (PLCs) are well equipped to analyze student assessment information, brainstorm interventions for students, monitor student growth and determine dismissal, alternate interventions, or increased services.
- The community has provided financial support for our RtI staff (one teacher and one Paraprofessional) to provide student interventions beyond what the classroom teacher can do.
- After-school Supported Study is staffed by a teacher two afternoons a week to provide assistance to students at any grade level in completing homework or working on projects.
- Our Middle School mentoring program has matched individual students with adult mentors (staff members) to make personal connections and to assist them with organization, goal setting, and work completion.
- Increased professional development time (again a financial support) has allowed us the time to learn more about working with <u>all</u> students through differentiation in the classroom setting. We no longer just teach information but require that students demonstrate learning and achievement of the grade level expectations.

Although our subgroups (economically disadvantaged and students with disabilities) are small, we know that there is still work to be done to increase the proficiency of these students.

Our Title I program receives very limited funding through NCLB, but we supplement that with local budget money for the teacher and Paraprofessional who provide interventions for K-8 students. This has made a difference, particularly in the economically disadvantaged subgroup.

Our Special Education staff is painfully aware of the need for <u>all</u> students to meet the AYP targets and are working hard to provide the skills students need to do this. Work with formative assessments, small group instruction, and the integration of technology have all been successful.

One of our greatest challenges continues to be our increased enrollment. We are receiving a number of students from other schools (public, private, Christian and home-school) that have significantly different instructional programs and expectations of students. We are then faced with the challenge of remediating this situation in a shortened amount of time. Our data have made it clear that the students who have been with us the longest are the most likely to demonstrate proficiency on all assessments given. Students who are new to our school after third grade have the greatest difficulty and require the greatest amount of additional resources.

**2. Using Assessment Results:**

Students begin taking assessments the first week of school so teachers can design instructional groups, determine students' needs, and adjust instruction accordingly. Classroom differentiation, Response to

Intervention (RtI), and Title I needs are determined as well. Through the use of curriculum-based measurements and standardized tests, such as AIMSweb and NWEA, as well as program baselines and teacher-created assessments, students have multiple opportunities to demonstrate their academic achievement. Results are shared at weekly Professional Learning Community (PLC) meetings so that student needs can be prioritized, and RtI services, if necessary, can begin. Students are reassessed according to our RtI plan to ensure that they are making adequate progress. If not, the PLC discusses new strategies and interventions to try. As students meet their goals, they are dismissed from RtI.

Teachers also use a variety of classroom assessments both daily (formative) and at the end of a unit of study (summative) to determine if students are proficient in the identified Essential Learning Outcomes (ELOs). Instruction is adjusted accordingly. Teachers have set aside time within their schedules to work with students on these areas of concern, both individually and in small groups. Classroom assessments are also used to determine whether or not a student is recommended for the after-school Supported Study or Middle School mentoring programs.

Each year, an early release day is scheduled by the end of September so teachers can analyze assessment data and set NWEA goals based on the class's lowest performance area(s). A plan is then created to meet these goals. NWEA results are shared with Middle School students so that individual goals can be set. Students complete a goal setting sheet so they review their progress during the year.

Another staff in-service opportunity is scheduled to coincide with the release of state assessment data (NECAP results). At this meeting, score reports are distributed and discussed. Teachers look for trends over time with individual students, specific classes, and subject areas. The performance of students who are not proficient or just barely proficient is analyzed more closely to determine what can be done to help them improve. If necessary, a formal plan is created to ensure that their needs are being met. Student progress is monitored by the classroom teacher and by the PLC. Also, students who score in the proficient with distinction range are reviewed to make sure they are being appropriately challenged.

End of year assessments help determine which students should be recommended for our K-5 Summer School program. Results are used to create an individualized program for each student that best meets his or her needs. Names of students of concern are also provided to the next year's teacher so that any necessary interventions begin right away. End of year assessment data is also used to determine which students qualify for Middle School pre-algebra and algebra classes.

Individual student growth, as well as class growth, is reviewed to ensure that continuous progress is occurring. Administrators from Hope, Appleton and Lincolnville develop these charts and review them together to monitor each school's performance. Results are used to review individual school needs in particular programs or teacher effectiveness.

Assessment data is also used systematically to inform parents, students, and/or the community of students' academic performance:

- When a student is recommended for RtI services, parents are notified.
- Individual NWEA reports are used as part of the parent-teacher conferences at the end of the first trimester so student needs can be discussed.
- End of year NWEA reports are sent home with the last report card in June. These reports show a student's progress over time, as well as improvement over the course of that year.
- Middle School parents have ongoing access to Power School, so they can see classroom assessments and student grades.
- The annual school NECAP report card is posted on the school website.
- Students achieving Honor Roll have their names published in the weekly school newsletter and in the local paper.

- Grades K-5 use standards-referenced report cards so parents know which ELOs have been mastered and those on which more work remains to be done.
- Students in many grades also keep classroom portfolios as a showcase of their learning. These are sent home with students at the end of the year to share with their families. Some students also use these portfolios to confer with the Principal about their learning.

**3. Sharing Lessons Learned:**

Hope Elementary School's staff members have shared successful strategies with teachers in other schools in our area. Teachers often present at School Union #69 (Hope, Appleton and Lincolnville) in-service days. Recent topics have included: Special Education reading programs; modern language TPRS practices; the school-wide recycling and composting programs; Reading Buddies; and integration of technology in the classroom. Standards-referenced reporting in grades K-5 has also been a topic of interest at these district meetings. Hope Elementary School teachers have shared implementation strategies and procedures with their peers. The fifth grade teacher has presented the K-8 Essential Learning Outcomes (ELOs) work in Literacy and Math, developed by all Hope, Appleton and Lincolnville teachers, but collated by her, to all (HAL) teachers. Information about the Common Core State Standards learned at conferences by Hope Elementary teachers has been shared with (HAL) teachers.

Our teachers and professional staff have also shared successful strategies with other teachers in the state:

- Interventionist and Principal gave a presentation about Response to Intervention (RtI) at the Maine Principals' Association Fall Conference.
- Principal has presented on PLCs and RtI and how they improve student achievement at Maine Principals' workshops and Maine School Management Association conferences.
- One of our math teachers is working with a school in another district on math and technology support.
- Another math teacher has presented, through the Maine Educational Association, on the topic of technology integration and outdoor education.
- Technology Coordinator leads summer and school year training sessions on technology integration for (HAL) teachers and teachers of neighboring schools. Recent sessions have included Internet safety, using Smartboards, blogs, wikis, portaportal, digital photography, Gizmos, and creating teacher webpages.
- School Secretary, math teacher, and Technology Coordinator field questions from schools statewide on the use and application of NWEA, AIMSweb and PowerSchool.
- Schools in the area have also visited Hope Elementary to observe and learn about a variety of programs –

  -RtI program and interventions

  -*Everyday Math* implementation

  -Standards-referenced grading and reporting

  -School safety plans and procedures

Each month, an educational topic is selected for presentation at Hope School Committee meetings. This helps to keep Committee members informed of current practices within the school. Recent topics presented by staff have included:

- RtI.
- Science lab improvements and Zero Sort recycling efforts.

- Annual student leadership presentation.
- Middle School Sports program.
- Advanced Math opportunities.

**4. Engaging Families and Communities:**

Interactions among Hope Elementary, our students' families, and the greater Hope community take place daily. We have a devoted group of parents who volunteer regularly – listening to students read, working on math facts, or helping teachers.

Volunteers also assist the school with a number of activities that complement our school program:

- Partners for Enrichment – provides Science, Art, and Music programs, including Artists in Residence.
- Seeds for Hope – works with school staff to integrate our school greenhouse, gardens and compost efforts into classroom activities.
- Hope School Volunteers – raises funds and provides supplemental programs for students including funding of field trips and after school ice skating and skiing opportunities.
- Classroom Room Parents – assist classroom teachers and act as liaisons with the Hope School Volunteers.
- Science and Math Club – started by parents to increase the interest of students in grades 3-5 in the area of Science.

The Student Assistance Team comprised of teachers, the Guidance Counselor, and the Principal meets bi-monthly with parents and teachers to discuss students who are at risk academically and socially. They identify resources and develop action plans to formalize their work as a team.

Communication is crucial in connecting with parents and the community. A weekly newsletter, *The Greensheet*, is distributed to all parents and portions of the newsletter are published in the local newspaper. The school's website http://www.hopees.u69.k12.me.us/ contains all pertinent school information and is updated as needed. The Principal writes a monthly blog for parents via the website, and each classroom teacher is required to keep a class webpage for parents to know what is happening in each class/program.

Hope Elementary School also has a history of engaging with the community:

- Students in grades 1-3 are assigned a community Pen Pal with whom they correspond throughout the school year. In May a formal Pen Pal Tea is held to bring all of the Pen Pals into the school to meet the students.
- Middle School Chorus sings at the holiday meeting of the Hope Historical Society.
- Our concerts, plays, and special programs are well attended by both parents and the non-parent community.
- We provide a "Seniors Lunch" the first Thursday of every month to have senior citizens in the community eat lunch with the students.

# PART V - CURRICULUM AND INSTRUCTION



**1. Curriculum:**

Our Essential Learning Outcomes (ELOs) are aligned with Common Core State Standards when available - Literacy and Math - or with state or national standards for Science, Social Studies, Art, Music, Physical Education, Technology, Guidance/Career Prep, and French. Teachers review the national/state standards to ensure that all grade level expectations are delivered through our adopted programs. Teachers then determine which of these standards are the essential standards that all students must learn and be able to demonstrate to be successful in the next grade or subject and define these to be our ELOs.

As we finalize our ELOs, we obtain adoption from our School Committee, post them on our school website, inform parents, educate students, and use them to report student progress to parents through standards-referenced report cards. Regular review and updates keep our ELOs current with changing state and national standards.

All students are instructed with research-based programs. These programs are provided with fidelity and professional development is offered when necessary to assist teachers with program/standards changes or to instruct teachers new to the school. We also integrate 21st Century Skills to ensure that students are prepared for whatever challenges they may face in their futures.

All students receive instruction each week in Physical Education, Art, Music, French, and Guidance. These classes provide varied experiences for our students, such as:

- Guidance covers a variety of topics including Career Awareness/Preparation, health and safety, goal setting, friendships, and relationships.
- French classes occur twice a week utilizing the TPRS method of instruction. Many of our students go on to the high school prepared to take French II.
- Classroom music is offered to K-5 students weekly. Students may begin the study of an instrument in grade 5 and in the Middle School they have the option of taking band and/or chorus.
- Weekly Art classes provide students with the opportunity to experience a variety of mediums in a relaxed, nurturing environment.
- Physical Education classes are provided twice a week to all students focusing on life-long skills versus competitive activities.

Technology is integrated into all instructional programs and is considered a tool for learning, not a separate program. This tool is used to assist in the development of research skills as well as to support academic programs. Students in grades 6-8 have one-to-one laptops and students in Kindergarten through grade 5 use laptops stored on carts. We also allow students to use electronic readers that they bring from home or borrow from our school library.

In addition to offering a strong standards-based instructional program, we also realize that the key piece to student learning is how this information is provided. Instructional methods that reflect gender differences and brain development are essential for us to utilize. Examples of this can be seen in:

- Small group instructional opportunities.
- Project-based learning – Academic Fair, Invention Convention, Arts integration, garden projects, and student recycling efforts.

- Use of technology as a tool to learning – ALEKS to support Math skills, Lexia and Accelerated Reader to support Reading skills.
- Giving voice and choice to students in their learning – goal setting and project choices in both topic and product.
- Cross-grade/un-graded activities – Buddies (older and younger students work together on projects); Middle School advisory program groups (students in grades 6-8 together).
- Use of new Science Lab by all students – dissections, experiments, and use of microscopes.
- After-school Math and Science program for students in grades 3-5, activity based and un-graded.
- Advanced learning opportunities, particularly in the area of Math for Middle School students. Students who are ready may begin the study of High School Algebra at the Middle School level.

**2. Reading/English:**

Our literacy programs (K-6 and 7&8) were selected because they utilize a balanced reading method that provides instruction in phonics, phonemic awareness, vocabulary, reading comprehension and fluency. These programs also have a full literacy offering including grammar, writing, and spelling. Although these core programs are important, we have also identified the Essential Learning Outcomes for Literacy based upon the Common Core State Standards to ensure that mastery of these essential skills will be expected of students regardless of the program being used.

Literacy is a major focus at the K-3 level. Literacy centers are the primary instructional approach used. Classroom teachers, the Response to Intervention teacher and paraprofessionals share the responsibility for instruction. Based upon assessment data, students are placed into groups of 4-5 students. Groups rotate to 3-5 areas/instructors and experience the day's skill in a variety of methods – listening, writing/dictation, reading, spelling, drawing, and even physical activities. Professional Learning Communities meet weekly to discuss student growth and regroup students as needed.

The enjoyment of reading is difficult to teach but easy to model and encourage. Each teacher sets independent reading expectations that allow for choice and exposure to a variety of genres. Teachers all read aloud to their classes and do book talks to create excitement about reading. Computer programs such as *Lexia* and *Accelerated Reader* have provided both remedial and advanced reading opportunities for all students within the classroom setting and utilize the students' enjoyment of technology to improve their reading.

We also believe that the more a child reads the better they will read. At the beginning of each day, paraprofessionals, support staff, community volunteers, and Middle School students participate in our Reading Buddy program. Young readers are given the opportunity to read out loud to their Buddy on a daily basis and engage with a positive role model who enjoys reading.

Research tells us that a determining factor in a child's performance in reading is attributed to the access to books. "Free Book" tables are located in each hallway of the school. Book donations arrive at school on a weekly basis and students are allowed to take books whenever they wish. Our Summer Reading Program also supports access to books by giving every student a free book selected at his or her Lexile level to take home. Every student that completes the summer reading requirements receives another free book in the fall as a reward.

**3. Mathematics:**

For consistency, we have created and implemented Math Essential Learning Outcomes for each grade level, which are based upon the Common Core State Standards. Kindergarten through grade 5 uses the *Everyday Mathematics* program while grades 6-8 transition into the *Connected Math Project* (CMP). Both curricula are research based and problem solving driven, and support our standards-referenced

reporting system. Each student receives at least 60 minutes of math instruction daily. The curriculum emphasizes the use of manipulatives, games, and hands-on activities that allow students to relate personally and physically to their work. We recently updated our K-6 program to keep up with new standards and expectations. Additional training will be provided to all teachers to maintain a high level of understanding about the curriculum and will, in turn, help achieve an even more successful implementation.

Many methods are used to improve outcomes for all students, including those students who score substantially below and above grade level. Our Response to Intervention program is increasing interventions in Math and will be extending the Literacy Center method into K-3 Math in the coming weeks. We also supplement our grades 3-8 curriculum with ALEKS, an individually paced, web-based program. This helps ensure mastery of fundamental skills for struggling students and provides an opportunity for higher achievers to challenge themselves. We have observed an increased understanding of basic computation on all standardized assessments as a result of using ALEKS.

Extra-curricular opportunities support Math, such as our after-school Math & Science Club, designed for grades 3-5. Other programs include the Middle School Math Team that competes with peers across the state and the Continental Math League competition. Participants compete as individuals with students across North America. Last year, one of our students received top honors at the regional level and one at the national level.

In order to prepare our students for their High School Math experience, we use assessment data to determine Algebra readiness at the Middle School level. For students who are ready, we offer the opportunity to take pre-Algebra and Algebra I classes here at Hope and open their opportunities for more advanced math classes at the high school level. Hope's eighth grade Algebra students have always had scores comparable to high school freshmen.

**4. Additional Curriculum Area:**

We have selected Science as the additional curriculum area. In the last four years, our percent proficient on the MEA Science assessment (grades 5 & 8) has increased by 25%.

a. 2006-2007 = 58% proficient

b. 2010-2011 = 83% proficient

When our scores were at their lowest, the decision was made to take a hard look at the K-8 science curriculum. We used professional development time to delve more deeply into the assessment information, looking at released test items and individual student responses. We identified the need for consistent K-8 vocabulary in the area of Science and the need to align our teaching with current standards – Maine's Learning Results. We also hired a new Middle School Math and Science teacher in 2007 who helped lead this conversation about curriculum and standards for students.

K-8 science has become a much stronger program, with a marked increase in hands-on activities. We incorporate science activities into our K-8 Buddy program (monthly activities with older/younger pairings), and provide other Science opportunities throughout the school: Grade 4 Invention Convention; Grade 5 Volcanoes; Middle School Egg Drop and Lego Robotics; school-wide participation in the Knox-Lincoln County Soil and Water Conservation District Poster Contest; and attendance at the county Conservation Fair each year. We now have an after-school Math & Science Club for students in grades 3-5. We also have a greenhouse and raised garden beds at the school that are used by all grades in various ways: saving and selling seeds; planting seedlings; planting in the garden; weeding; harvesting; and using vegetables in our school lunch program. We have recently implemented a school-wide recycling and composting program that is educating students and parents. In addition, our seventh graders recently

participated in a Zero Waste recycling project through the Chewonki Foundation and placed second in the state.

The project we are most proud of is the recent, privately funded, construction of a Middle School science lab modeled after the finest High School labs, which is available for use by all students in the school.

Our Middle School Math and Science teacher has had three recognitions in the last two years:

- 2010-2011 Knox-Lincoln County Conservation Teacher of the Year
- 2011-2012 Maine Agriculture in the Classroom Teacher of the Year
- 2012 National Agriculture Teacher of the Year (one of three in the country.)

**5. Instructional Methods:**

Hope Elementary uses our Response to Intervention (RtI) program to meet the needs of all students. The first level of our RtI plan requires that all teachers provide quality instruction using scientifically researched programs. Teachers differentiate instruction to meet the diverse needs of all students. In grades K-3, there are both Literacy and Math groups, with students grouped and re-grouped regularly, based upon demonstration of specific skills.

Teachers administer assessments to determine specific needs of students. Professional Learning Communities (PLCs) meet to review the data to determine if there are students whose needs require support or challenge outside the regular classroom. We have a full-time teacher and paraprofessional who can provide interventions to students outside their regular classroom, and one teacher who provides consultation services to teachers of Gifted and Talented students. Regular progress monitoring helps the PLC determine the duration of the interventions.

Since the implementation of our PLCs and our RtI program, the number of students requiring Special Education services has decreased from 20% to 11%. Now, more regular education students are receiving academic support than ever before and are being more successful.

We believe that students learn in various ways, and although we also believe that all students can learn and will learn while at Hope Elementary, we acknowledge that it is a constant challenge to determine how and when that learning will occur. Some students need more time, so we provide after school Supported Study and Summer School. Some students need more ownership in their learning, so we provide a number of projects where students can demonstrate their learning in a way that is more enjoyable to them. Providing voice and choice engages the students in their learning. Some Middle School students need a greater connection to school, so our Middle School mentoring program matches individual students with adult mentors (staff members) to make personal connections and to assist them with organization, goal setting, and work completion.

We are fortunate to have significant technology resources to help with differentiation as well. We have laptops available for all students. Teachers have received training to assist them with the responsibility of using technology as an instructional tool. Two of our more successful instructional programs for students have been *Lexia* for reading and ALEKS for math. Both programs analyze students' instructional needs and then provide the needed individualized instruction.

**6. Professional Development:**

Our school's Professional Development is focused on our goals for the year. Through data analysis and conversation we determine which are the most pressing needs then develop our plan for the year. This year we will continue our work on developing subject area Essential Learning Outcomes (ELOs) based

upon the Common Core State Standards, but we will also look at how we teach. This will allow us to look at the need to develop instruction with gender differences and brain research in mind.

The changes that have resulted in the most significant academic progress for all students occurred four years ago when we transformed our grade cluster teams to Professional Learning Communities (PLCs) and developed our Response to Intervention (RtI) plan. Professional development time and open-minded staff who believe in what is best for students are what made this possible.

The PLC work has changed our focus from what we teach to what students learn and evidence of this learning is the key. We have identified the ELOs at each grade level. We have worked with teachers from two neighboring schools to complete this task so that we have multiple teachers at each grade level to process this information. Using the state approved standards (first Maine's Learning Results and now the Common Core State Standards) we determined what all students must know and be able to do to be successful at the next grade level or in the next subject area. We have completed ELOs for Math, Art, Physical Education and Literacy, with Science, Social Studies, French, Music, and Guidance yet to be done.

Using these ELOs, we have designed report cards that, through a four-point rubric grading system, are used to provide information about progress to parents on learning grade level standards. Standards-referenced report cards are currently used in grades K-5 but will expand into grades 6-8 in the near future.

Having seven workshop days and five early release days has allowed the Hope Elementary staff the time to develop standards, identify assessments to determine learning, design and complete reports for parents, and meet with parents to help them better understand their child's learning. This work has all been initiated and completed by staff members. This is truly what professional development should be. Identify a need, pull resources together, and make it happen!

**7. School Leadership:**

The Principal of Hope Elementary is the instructional leader. She is part of all planning for and implementation of staff and program development. Her leadership philosophy is clearly collaborative and focuses on what will ultimately contribute to a positive learning environment for everyone!

Our Principal is the current National Distinguished Elementary Principal for Maine. The selection committee clearly saw how her leadership and management have contributed to the success of Hope Elementary School.

Leadership is not one person's responsibility at Hope Elementary. We are a team and everyone is a key player. All staff members are involved in creating the school's goals for the year, which include the commitments we are willing to make to help us reach them. Everyone knows what must be done and what each individual must do.

The four (K-2, 3-5, 6-8 and Essentials) Team Leaders also play an important role in school leadership. All teachers have the opportunity to serve as a Team Leader, as these positions rotate every two years. That way every teacher has the opportunity to lead and to follow. Team Leaders meet with the Principal every two weeks to discuss school issues, make decisions, and decide what teams need to do. Team Leaders meet with their teams once a week during common planning time and once a month after school. Teams also function as Professional Learning Communities (PLCs) and discuss student needs and make decisions about appropriate interventions for student progress. Individual student achievement is carefully monitored by the PLCs and documented by the Team Leader. Team Leaders carefully monitor student interventions and create meeting agendas to discuss student progress in a timely manner.

The school also has several other teams that manage particular school needs, such as: Student Assistance Team; School Safety Team; Wellness Team; Gifted and Talented Committee; and Professional

Development Committee. Although the Principal participates in each one of these groups, all teachers have an opportunity to share in the leadership.

Teachers are listened to and respected for their opinions and creative ideas. Our standards-referenced report card is one of many examples of a teacher-initiated idea. Mandates are rare because the staff trusts the Principal's leadership, and any changes are discussed thoroughly before being implemented. The school's focus is always how to best meet the needs of the students. Through shared leadership, this is accomplished every day at Hope Elementary.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 85 | 73 | 88 | 100 | 83 |
| Proficient with distinction | 33 | 40 | 17 | 44 | 25 |
| Number of students tested | 21 | 15 | 24 | 9 | 12 |
| Percent of total students tested | 100 | 99 | 100 | 100 | 100 |
| Number of students alternatively assessed | | 1 | | | |
| Percent of students alternatively assessed | | 1 | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 4 | 1 | 9 | 1 | 2 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | 3 | 2 | 1 | |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | | | | 1 |

**NOTES:**

Maine Educational Assessment 06-07, 07-08. NECAP 08-09, 09-10, 10-11. Subgroups are too small for data.

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: NECAP

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 76 | 73 | 79 | 100 | 75 |
| Proficient with distinction | 38 | 33 | 0 | 0 | 0 |
| Number of students tested | 21 | 15 | 24 | 9 | 12 |
| Percent of total students tested | 100 | 99 | 100 | 100 | 100 |
| Number of students alternatively assessed | | 1 | | | |
| Percent of students alternatively assessed | | 1 | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 4 | 1 | 9 | 1 | 2 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | 3 | 2 | 1 | |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | | | | 1 |

**NOTES:**

Maine Educational Assessment for 06-07, 07-08 and 08-09. NECAP for 09-10 and 10-11. All from Measured Progress. Subgroups are too small for data.

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 73 | 71 | 100 | 84 | 61 |
| Proficient with distinction | 53 | 21 | 60 | 38 | 23 |
| Number of students tested | 15 | 24 | 10 | 13 | 13 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | 54 | | | |
| Proficient with distinction | | 18 | | | |
| Number of students tested | 4 | 11 | | 2 | 3 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 3 | 2 | 1 | | 5 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | 1 | |

**NOTES:**

Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups are too small for data.

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 93 | 83 | 90 | 85 | 54 |
| Proficient with distinction | 53 | 29 | 0 | 0 | 0 |
| Number of students tested | 15 | 24 | 10 | 13 | 13 |
| Percent of total students tested | 99 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | | | | |
| Percent of students alternatively assessed | 1 | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | 63 | | | |
| Proficient with distinction | | 27 | | | |
| Number of students tested | 4 | 11 | | 2 | 3 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 3 | 2 | 1 | | 5 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | 1 | |

**NOTES:**

Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups are too small for data.

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 77 | 100 | 92 | 67 | 84 |
| Proficient with distinction | 46 | 58 | 50 | 20 | 28 |
| Number of students tested | 26 | 12 | 12 | 15 | 18 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | 63 | | | | |
| Proficient with distinction | 27 | | | | |
| Number of students tested | 11 | 1 | 4 | 5 | 4 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 2 | | | 5 | 4 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | 1 |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | 1 | | 1 |
| **NOTES:** Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups too small for data. | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 88 | 92 | 92 | 80 | 72 |
| Proficient with distinction | 42 | 42 | 17 | 0 | 11 |
| Number of students tested | 26 | 12 | 12 | 15 | 18 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | 72 | | | | |
| Proficient with distinction | 36 | | | | |
| Number of students tested | 11 | 1 | 4 | 5 | 4 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 2 | | | 5 | 4 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | 1 |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | 1 | | 1 |
| **NOTES:**<br><br>Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups too small for data. | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 100 | 100 | 50 | 69 | 91 |
| Proficient with distinction | 57 | 58 | 25 | 37 | 27 |
| Number of students tested | 14 | 12 | 16 | 19 | 11 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | 5 | 6 | 4 | 4 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | 5 | 4 | 3 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | 1 | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | 1 | | 1 | |
| **NOTES:** Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups are too small for data. | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 78 | 83 | 82 | 68 | 91 |
| Proficient with distinction | 21 | 33 | 13 | 26 | 27 |
| Number of students tested | 14 | 12 | 16 | 19 | 11 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | 5 | 6 | 4 | 4 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | 5 | 4 | 3 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | 1 | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | 1 | | 1 | |
| **NOTES:** Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups are too small for data. | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 85 | 57 | 74 | 92 | 60 |
| Proficient with distinction | 64 | 19 | 37 | 46 | 13 |
| Number of students tested | 14 | 16 | 19 | 13 | 15 |
| Percent of total students tested | 100 | 99 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 6 | 7 | 5 | 4 | 3 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | 5 | 4 | 3 | 3 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | | 1 | | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | | 1 | | |
| **NOTES:**<br><br>Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups too small for data. | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 93 | 77 | 84 | 100 | 67 |
| Proficient with distinction | 36 | 24 | 42 | 62 | 60 |
| Number of students tested | 14 | 17 | 19 | 13 | 15 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 6 | 7 | 5 | 4 | 3 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | 5 | 4 | 3 | 3 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | 1 | | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 1 | | 1 | | |
| **NOTES:**<br><br>Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups too small for data. | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 69 | 73 | 77 | 50 | 70 |
| Proficient with distinction | 32 | 47 | 23 | 11 | 22 |
| Number of students tested | 19 | 19 | 13 | 18 | 23 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 9 | 4 | 6 | 3 | 4 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 5 | 4 | 3 | 3 | 3 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | 1 | | | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | 1 | | | |
| **NOTES:**<br><br>Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups too small for data. | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: NECAP/MEA

Edition/Publication Year: Testing year Publisher: Measured Progress

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | Oct | Oct | Mar | Mar | Mar |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 90 | 69 | 93 | 72 | 79 |
| Proficient with distinction | 37 | 37 | 62 | 61 | 9 |
| Number of students tested | 19 | 19 | 13 | 18 | 23 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 9 | 4 | 6 | 3 | 4 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | | | | |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | 5 | 4 | 3 | 3 | 3 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | 1 | | | |
| **6. Asian** | | | | | |
| Proficient, Proficient with distinction | | | | | |
| Proficient with distinction | | | | | |
| Number of students tested | | 1 | | | |
| **NOTES:**<br><br>Maine Educational Assessment 06-07, 07-08, 08-09. NECAP 09-10, 10-11. Subgroups too small for data. | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | | | | | |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 80 | 76 | 78 | 73 | 74 |
| Proficient with distinction | 45 | 37 | 32 | 30 | 22 |
| Number of students tested | 109 | 98 | 94 | 87 | 92 |
| Percent of total students tested | 100 | 99 | 100 | 100 | 100 |
| Number of students alternatively assessed | 0 | 1 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 0 | 1 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | 19 | 20 | 26 | 15 | 0 |
| Proficient with distinction | 8 | 6 | 9 | 5 | 0 |
| Number of students tested | 35 | 29 | 30 | 19 | 20 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 12 | 14 | 15 | 16 | 18 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 1 | 1 | 1 | 1 | 1 |
| **6.** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 2 | 2 | 2 | 2 | 2 |
| **NOTES:** | | | | | |

12ME3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

| | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 |
|---|---|---|---|---|---|
| Testing Month | | | | | |
| **SCHOOL SCORES** | | | | | |
| Proficient, Proficient with distinction | 86 | 78 | 85 | 81 | 73 |
| Proficient with distinction | 38 | 32 | 21 | 27 | 17 |
| Number of students tested | 109 | 99 | 94 | 87 | 92 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 1 | 0 | 0 | 0 |
| Percent of students alternatively assessed | 1 | 1 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students** | | | | | |
| Proficient, Proficient with distinction | 22 | 23 | 20 | 21 | 0 |
| Proficient with distinction | 11 | 10 | 13 | 0 | 0 |
| Number of students tested | 35 | 29 | 30 | 19 | 20 |
| **2. African American Students** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **3. Hispanic or Latino Students** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **4. Special Education Students** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 12 | 14 | 15 | 16 | 18 |
| **5. English Language Learner Students** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 0 | 1 | 1 | 1 | 1 |
| **6.** | | | | | |
| Proficient, Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Proficient with distinction | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 2 | 2 | 2 | 2 | 2 |
| **NOTES:** | | | | | |

12ME3